

SCHOOL MAPPING & PLANT PLANNING

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PREFACE

School mapping and plant planning, as a discipline, is a relatively modern field of study. Books on it are few, if any. In spite of this seeming scarcity, school mapping and plant planning should be of an immense interest to all educational stakeholders in Ghana particularly the Ministry of Education, Ghana Education Service, District, Municipal and Metropolitan Assemblies, District Directors of Education, School-based heads and teachers. In the global world, education has become a prerequisite for effective and efficient national development. The provision of education, at least at the basic level, has been become a constitutional requirement and has been endorsed by many national governments. This requirement places a heavy responsibility on educational stakeholders with regard to educational provisions. Furthermore, it becomes compulsory that every individual in a country, irrespective of his/her location, should receive education that is commensurate with his/her natural endowments. This universal provision is necessary if every person must contribute his/her due quota to the national development efforts.

Today, it has become abundantly clear that very many of those who, for various reasons, did not benefit adequately from formal education, make little or insignificant contribution to national development. This negative situation should definitely belong to history. In fact, national governments have become too enlightened to shirk this responsibility. National leaders who do not recognize the indispensable role of education in social progress sign their own doom, and will therefore not last long.

The point to bear in mind then is that if all must participate in national development, then all must receive education. If all must receive education, then schools must be readily available to all.

This is what school mapping is all about. Therefore the dispersal of schools in a country should no longer be based on political whims of national leaders. Preferential treatment in allocating schools to various towns and villages that probably reigned supreme in some time past is removed by school mapping. The provision of schools should be based only on social expediency. Thus strenuous school mapping yields valid and justifiable information for allocating schools.

Merely identifying where a school should be justifiably located is inadequate venture. The school plant and what it should contain such as the number of classrooms, ventilation, furniture, and the types of playing field required, effective administrators and qualified teachers, are perhaps, even more crucial than constructing a school without considering what it will be required for.

It is therefore essential for stakeholders, particularly educational administrators who are directly charged with the provision of education to be fully knowledgeable in school mapping and plant planning. How effective can a school head be without the requisite infrastructure, materials and equipment for good teaching and learning? It is therefore stressed that being knowledgeable relates to where, when and how to place a school to make it serviceable particularly at the basic and second cycle levels. If this book succeeds in urging school administrators to ensure the appropriate allocating of schools and effective discharge of their functions, then it would have achieved its purpose.

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CHAPTER ONE

INTRODUCTION

Education is a key to every nation's development. Japan, for example, developed into a super-advanced country not because of endowed natural resources, but because of investment in its people through education. Developing countries in Africa have also long recognized the need to develop their people through education. Although some developing countries like Ghana are endowed with natural resources like gold, manganese, bauxite, diamond and myriad of forest products, these resources do not automatically lead to national development. In fact, full exploitation and utilization of these national resources are dependent on high quality human resource through relevant education.

True education is not a matter of giving privilege to some section of the people in a nation. If the development efforts of a people necessitate the participation of all citizens of a nation, then it behoves that nation to make education accessible to all. This simply means providing adequate and requisite educational facilities in all parts of a nation. All persons must receive at least basic education actively to partake in national development. Education beyond the basic level must also be made available to all who are capable of benefiting from it in the interest of themselves and the nation as a whole. This education-for-all implies accessibility to all citizens. Accessibility implies making all the necessary educational facilities in all parts of a country. In Ghana, the 1992 Constitution stipulates that schools shall be provided in all communities such that no child should walk more than 5 kilometres to attend school. The 5-kilometre walking provision is not even